

Schoodic General Management Plan Amendment and Final Environmental Impact Statement Acadia National Park, Maine

**U.S. Department of the Interior
National Park Service**

2005

ABSTRACT: The purpose of the Schoodic General Management Plan Amendment and Final Environmental Impact Statement (Schoodic GMPA/FEIS) is to provide the National Park Service with a framework for decision-making for the development, management, and operation of the Schoodic District of Acadia National Park over the next 15 – 20 years. The Schoodic GMPA/FEIS identifies and assesses reasonable alternatives to the proposed action to avoid or minimize any potential adverse impacts on the human environment. Public and agency review and comments did not result in substantial modifications to any of the alternatives or to the environmental impact analysis presented in the Schoodic Draft General Management Plan Amendment and Environmental Impact Statement (Schoodic DGMPA/EIS). Therefore, the National Park Service has prepared an abbreviated Schoodic GMPA/FEIS, which contains three parts: 1) Background – Overview of Schoodic GMPA/FEIS; 2) Errata – Corrections, clarifications, and other minor revisions to the Schoodic DGMPA/EIS; and 3) Comments and Responses – Responses to the oral and written comments received on the Schoodic DGMPA/EIS.

1. BACKGROUND

INTRODUCTION

This document is the Schoodic General Management Plan Amendment and Final Environmental Impact Statement (Schoodic GMPA/FEIS), which follows public review of the Schoodic Draft General Management Plan Amendment and Environmental Impact Statement (Schoodic DGMPA/EIS). Because public and agency comments did not substantially modify any of the alternatives or the environmental analysis in the Schoodic DGMPA/EIS, the full text of the draft has not been reprinted. This document, combined with the Schoodic DGMPA/EIS, serves as the abbreviated Schoodic GMPA/FEIS.

The Schoodic GMPA/FEIS was developed in accordance with the National Environmental Policy Act to describe the potential environmental impacts of actions proposed in the general management plan amendment and respond to public comments on the Schoodic DGMPA/EIS. Federal regulations (40 CFR § 1503.4) provide an option for responding to public comments on draft environmental impact statements when changes in response to public comments are minor and confined to factual corrections or explanations of why comments do not warrant further agency response. In such cases, only the comments, responses, and changes need be distributed instead of rewriting, reprinting, and distributing an entire final environmental impact statement (40 CFR §1502.19).

DISTRIBUTION OF THIS DOCUMENT

This document has been distributed to the agencies, organizations, and persons listed in the consultation and coordination section of the errata to supplement the Schoodic DGMPA/EIS distributed previously.

This document and the Schoodic DGMPA/EIS are available on line at: www.nps.gov/acad/schoodic/home.htm. To obtain a printed copy of this document, please contact: John Kelly, Park Planner, at Acadia National Park, P.O. Box 177, Bar Harbor, Maine 04609; Phone: (207) 288-8703; Fax: (207) 288-8709; E-mail: john_t_kelly@nps.gov

HOW TO USE THIS DOCUMENT

Please use this document in conjunction with the Schoodic DGMPA/EIS. Together, the two documents constitute the Schoodic GMPA/FEIS. Changes to the text of the Schoodic DGMPA/EIS are noted by page number, paragraph number, and sentence number. For every page, count each of the following as a single paragraph: a partial paragraph at the beginning of a page; a single, stand-alone sentence; and a bulleted complete sentence or group of sentences. Headings are not counted as paragraphs. A partial sentence at the beginning of a page is counted as the first sentence. Text that has been deleted is shown by a strikeout, and text that has been added is underlined. Changes to entire sections, paragraphs, and sentences are indicated by, “delete,” “replace,” or “insert.” Typographical, spelling, and punctuation errors are not corrected unless they are necessary to make the passage understandable or unless a proper noun was misspelled. Changes are also described for figures and tables by reference to their respective number.

2. ERRATA

COVER

Schoodic ~~Draft~~ General Management Plan Amendment and Final Environmental Impact Statement

TITLE PAGE

Schoodic ~~Draft~~ General Management Plan Amendment and Final Environmental Impact Statement

~~2004~~ November 2005

FOOTER

~~Draft~~ General Management Plan Amendment

MAP LEGENDS

Figures 6, 7, 8, 9, 10, 11, 12, 13: ~~Draft~~ General Management Plan Amendment

ABSTRACT / PUBLIC COMMENT

Page iii, 1st paragraph, 1st sentence: *~~This Draft The Schoodic General Management Plan Amendment and Final Environmental Impact Statement (DGMPA/EIS)~~* documents the proposed management options for the Schoodic District of Acadia National Park over the next 15–20 years.

Page iii, 1st paragraph, 2nd sentence: *~~As Because Acadia’s General Management Plan (National Park Service 1992a) (NPS 1992)~~* does not address the transfer of the navy base at Schoodic Point to the NPS National Park Service, there is a need to provide guidance for future park use of navy facilities.

Page iii, 1st paragraph, 3rd sentence: This ~~draft~~ plan provides the foundation for decision making regarding, among other things, resource management, cooperative efforts and partnerships, visitor use, and operational efficiencies so that future opportunities and challenges can be effectively addressed.

Page iii: Delete the “Public Comment” section.

EXECUTIVE SUMMARY

Page v, 4th paragraph, 3rd sentence: The ~~Draft~~ Schoodic General Management Plan Amendment and Final Environmental Impact Statement addresses the 2,366-acre Schoodic District of Acadia National Park, which is the only portion of the park located on the mainland.

Page xi, 2nd paragraph: Delete the 2nd sentence.

Page xi, 3rd paragraph: Delete the 5th sentence.

Page xiii: Insert the following after the “Socioeconomic Environment” section:

CONCLUSION

Potential impacts of the alternatives were evaluated and an analysis of impacts is included in the Schoodic General Management Plan Amendment and Final Environmental Impact Statement. Potential impacts on natural resources, cultural resources, visitor use and experience, park operations, and the socioeconomic environment were considered in the environmental analysis. Potential cumulative and adverse impacts were also evaluated. Overall, Alternative C provided the greatest number of beneficial impacts in comparison to the other alternatives. The number of adverse impacts associated with Alternative C was comparable to the other alternatives. Most, however, were negligible or minor. In instances where there was potential for major adverse impacts, specific mitigation measures will be taken to avoid such impacts. None of the assessed impacts would result in the impairment of park resources or values.

An abbreviated format has been used for the final environmental impact statement because changes to the Schoodic Draft General Management Plan Amendment and Environmental Impact Statement are confined primarily to reorganization, clarifications, factual corrections, and explanations as to why comments do not warrant further agency response. The use of this format complies with the National Environmental Policy Act [40 CFR 1503.4(c)]. The Schoodic General Management Plan Amendment and Final Environmental Impact Statement will be made available to the public for 30 days, after which time a Record of Decision will be prepared to document the selected alternative and set forth any stipulations for implementation of the General Management Plan Amendment. The Record of Decision, once approved by the NPS Northeast Regional Director, will complete the National Environmental Policy Act compliance process.

PART ONE: FOUNDATION FOR THE PLAN

Page 3, 4th paragraph, 3rd sentence: The park also includes about 2,400 acres on the Schoodic Peninsula; 2,700 acres on Isle au Haut; and ~~all or parts of 16~~ 200 acres on 18 smaller coastal islands (Figure 2).

Page 3, 4th paragraph: **Replace the 4th sentence with the following:** The NPS also manages about 190 conservation easements that protect more than 12,200 acres on the Schoodic Peninsula and 78 coastal islands in Hancock County and eastern Knox County.

Page 5, 4th paragraph: **Insert the following after the 1st sentence:** In the vicinity of the Schoodic District, the NPS holds conservation easements on Spruce Point (78 acres) and all of Turtle Island (100 acres), which permanently protect their natural condition and scenic value.

Page 5, 4th paragraph: **Delete the 4th sentence.**

Page 7, 2nd paragraph: **Replace the 10th sentence with the following:** A third project nearing completion is the National Register nomination for the Schoodic Loop Road and Hiking Trails Historic District (NPS 2001).

Page 7, 2nd paragraph: **Replace the 11th sentence with the following:** This nomination captures historical information on features and resources that date to the early period of development of the National Park System (1929 – 1941).

Page 8, 1st paragraph: **Replace the 3rd and 4th sentences with the following:** The southernmost portion of the Schoodic Peninsula did not have permanent inhabitants until the 19th century when the

Arey family settled near the present day ranger station off Schoodic Head Road and the Myrick family settled on Big Moose Island near the present day ball field at the former navy base.

Page 9: Replace 6th paragraph with the following: The proposed Schoodic Loop Road and Hiking Trails Historic District embraces the developed area of the Schoodic District outside of the former navy base. It includes the Schoodic Loop Road; Schoodic Head Road; Civilian Conservation Corps era resources; and the Anvil, Alder, East, and Schoodic Head hiking trails. The circulation systems and other features that comprise the cultural landscape are significant for their association with John D. Rockefeller, Jr., who was influential in the development of the National Park System, most notably at Great Smoky Mountains, Shenandoah, Grand Teton, and Acadia national parks. Additionally, the proposed historic district embodies NPS Rustic Design elements.

Page 9, 8th paragraph: Replace the 1st sentence with the following: The buildings, designed by New York architect Grosvenor Atterbury, are architecturally significant for their distinctive design characteristics and aesthetic qualities.

Page 12: Replace the 1st and 2nd paragraphs with the following: The mission of the National Park Service at Acadia National Park is to protect and preserve its outstanding scenic, natural, scientific, and cultural values for present and future generations through programs, facilities, and services, and provide programs and opportunities for nonconsumptive, resource-based recreation and education for an increasingly urban population (NPS 1992). The mission is based on the National Park Service Organic Act (16 U.S.C. §§ 1 – 4), the park’s enabling legislation, and other NPS laws and policies.

Page 13, 2nd paragraph: Insert the following after the 4th sentence: The 6-mile Schoodic Loop Road is a part of the 27-mile Schoodic National Scenic Byway, which the Federal Highway Administration designated in June 2000.

Page 13, 3rd paragraph: Replace the 1st and 2nd sentences with the following: The developed area of the Schoodic District, excluding the former navy base, is eligible for listing in the National Register of Historic Places. The circulation systems and other built features that comprise the cultural landscape are significant for their association with John D. Rockefeller, Jr. and his influence on the development of the National Park System, and for their embodiment of NPS Rustic Design.

Page 13, 4th paragraph: Replace the 2nd sentence with the following: The buildings, designed by New York architect Grosvenor Atterbury, are architecturally significant for their distinctive design characteristics and aesthetic qualities.

Page 13, 8th paragraph: Replace the 1st sentence with the following: In 1986, P.L. 99-420 established a permanent boundary for Acadia National Park in which the NPS can acquire lands for the park in fee simple ownership.

Page 27, Figure 8 under “Preservation Subzone”: Roads, trails, cultural landscapes, and developed areas contributing to the Schoodic ~~Peninsula~~ Loop Road and Hiking Trails Historic District

Page 27, Figure 8: Replace the description under “Developed Zone” with the following: Manage lands to provide and maintain facilities for research and education purposes; interpretive and other visitor services; recreational opportunities; vehicular circulation and parking; and park operations.

PART TWO: THE ALTERNATIVES AND THEIR COMMON ELEMENTS

Page 18, 9th paragraph – Page 19, 12th paragraph: The following section is presented in its final form for the convenience of the reader:

RESOURCE MANAGEMENT

- Schoodic District’s natural, cultural, and scenic resources and values are protected, restored, and maintained in excellent condition.
- Improvements and other changes to the landscape or park facilities are appropriate to the management zone in which they are located and do not adversely impact other management zones.

VISITOR USE AND INTERPRETATION

- Opportunities for low-density recreation and solitude are maintained.
- Visitors have a safe and enjoyable visit.
- An appropriate range of interpretive services is offered to foster public understanding, appreciation, and protection of the park’s resources and values.
- The Schoodic Education and Research Center is established as the park’s research learning center at the former navy base to facilitate a wide range of education programs and research activities.
- Recreational and other uses do not result in unacceptable impacts to park resources or values.
- Commercial visitor services are consistent with the desired resource and visitor experience conditions for the Schoodic District.

COOPERATIVE EFFORTS AND PARTNERSHIPS

- The NPS establishes and maintains partnerships to facilitate research and education programs at the Schoodic Education and Research Center, and to foster stewardship of resources within and outside of the park’s boundary.
- The NPS maintains regular communication and consults with neighboring communities on matters of mutual concern.

OPERATIONAL EFFICIENCY

- Park facilities and operations incorporate the principles of sustainability.
- Existing buildings are retained if they can be reused in ways that are operationally efficient, environmentally and economically sustainable, and supportive of the mission of the park or Schoodic Education and Research Center.
- The NPS has adequate personnel and other resources to achieve its management goals at the Schoodic District and Schoodic Education and Research Center.

Page 30, 3rd paragraph – Page 34: The following section is presented in its final form for the convenience of the reader:

MANAGEMENT PRESCRIPTIONS COMMON TO ALL ALTERNATIVES

Management prescriptions describe the resource conditions and visitor experiences that are to be achieved and maintained over time, and the kinds and levels of management activities, visitor use, resource protection, and development that are appropriate for the park. The management prescriptions include actions that should be taken over the next 15 – 20 years to meet the goals stated in the plan. Some actions help to achieve multiple goals. The goals and actions identified in Acadia's *General Management Plan* (1992) remain in effect for the Schoodic District except where amended by this document.

RESOURCE MANAGEMENT

Ensure that the park's natural and cultural resource information base is sufficient to fully inform management decisions.

- Utilize the Schoodic Education and Research Center to facilitate research that addresses park management issues and information needs.
- Maintain up-to-date inventories and monitor conditions of natural and cultural resources.
- Obtain baseline data on the Schoodic District's natural soundscape and identify acceptable levels of human-caused sound consistent with desired resource and visitor experience conditions. Monitor human activities that generate noise to identify potential adverse impacts to the natural soundscape.
- Complete nominations to the National Register of Historic Places for the Rockefeller Building, Powerhouse, and Schoodic Loop Road and Hiking Trails Historic District. Prepare historic structure and cultural landscape reports to describe appropriate treatments for these resources.
- Preserve the U.S. Navy's documents, photographs, objects, and electronic/magnetic media as part of the park's museum collection. The U.S. Navy collection will be made available to the public in accordance with the park's collection management policies and procedures.
- Survey archeological resources and document their condition to establish baseline data for monitoring.
- Survey ethnographic resources and document the significance of the park's natural and cultural resources to traditionally associated groups.

Implement management actions to ensure that natural, cultural, and scenic resources and values are protected, and the character of the Schoodic District is preserved.

- Manage resources consistent with the management zone in which they are located.
- Designate Research Natural Areas, as appropriate, to preserve largely undisturbed ecological community types for non-manipulative research and educational use. Research Natural Areas will be managed to prevent any activity that could alter existing natural conditions and processes. Management actions may include limiting access to all uses other than non-manipulative research.
- Preserve archeological resources in situ by implementing measures that avoid or minimize impacts due to natural and human causes, including vandalism and looting.

- Preserve the night sky at the Schoodic District by restricting the use of artificial lighting to those areas where security, human safety, and other site management requirements must be met. Utilize minimal impact lighting techniques and shield the use of artificial lighting where necessary to prevent the disruption of the night sky. Remove or retrofit inappropriate outdoor lighting to preserve the night sky.
- Preserve the Schoodic District's quiet character and natural soundscape with minimal disruption from human activities. Prevent or minimize all noise that, through frequency, magnitude, or duration, exceeds levels that are appropriate for the Schoodic District.
- Restore landscape and vegetation conditions altered by human activity to a natural condition where appropriate. To the extent practicable, seeds, cuttings, or transplants representing plant species and gene pools native to the park will be used for restoring vegetation to a natural condition.
- Manage vegetation to reflect the character of the landscape that prevailed during the historic period where necessary to preserve the desired condition of specific cultural resources and landscapes.
- Determine the extent to which the Schoodic Loop Road may be affecting tidal flows on the inland side of the road and quantify any resulting ecological changes. If warranted, restore natural hydrologic regimes to mitigate impacts based on the results of the investigation.
- Evaluate the appropriateness and feasibility of restoring the ranger station to a condition that would qualify it as a contributing resource to the Schoodic Loop Road and Hiking Trails Historic District. If warranted, prepare a historic structure report and restore the ranger station accordingly.

Encourage compatible land uses adjacent to the park on the Schoodic Peninsula and surrounding islands.

- Monitor land use proposals and changes to adjacent lands, and evaluate their potential impacts on park resources and values.
- Work cooperatively with the State of Maine, neighboring jurisdictions, nonprofit organizations, landowners, and others to avoid or minimize adverse impacts to park resources and values from adjacent land use and to protect lands of value to the park on the Schoodic Peninsula and surrounding islands. A variety of land protection methods will be used to protect park resources and values, including the acquisition of conservation easements and participation in the land use planning and regulatory processes of the State of Maine and neighboring jurisdictions.

VISITOR USE AND INTERPRETATION

Foster public understanding, appreciation, and protection of park resources and values.

- Provide appropriate types and levels of visitor information and interpretive services at the Schoodic District. A comprehensive interpretive plan describing the scope of interpretive services for the Schoodic District will be completed and implemented.
- Provide a range of educational programs to students of all ages at the Schoodic Education and Research Center.

Ensure that park facilities are safe and universally accessible.

- Rehabilitate and maintain park facilities to comply with fire protection requirements.
- Rehabilitate and maintain park facilities to ensure that they are accessible to, and usable by, persons with disabilities to the greatest extent reasonable.

Manage visitor use to ensure that opportunities for low-density recreation and solitude are retained, and the character of the Schoodic District is preserved.

- Provide forms of enjoyment that are uniquely suited and appropriate to the resources of the Schoodic District.
- Accommodate appropriate types and levels of visitor use consistent with desired resource and visitor experience conditions for the Schoodic District. Activities should foster an understanding of, and appreciation for, park resources and values, and promote enjoyment through a direct association and interaction with park resources without causing unacceptable impacts to park resources or values.
- Establish visitor carrying capacities for the Schoodic District using indicators of quality, and standards that quantify resource and visitor experience conditions.
- Develop and implement visitor use management strategies to achieve desired resource and visitor experience conditions. A range of management tools, including education, site management, regulation, deterrence/enforcement, and rationing/allocation, will be used to achieve desired conditions. The Schoodic District will not be promoted except as it pertains to the Schoodic Education and Research Center.
- Establish a standardized monitoring program to periodically measure resource and social indicators and assess the effectiveness of visitor use management strategies.
- Limit commercial visitor services within the Schoodic District to those that are necessary and appropriate for visitor use and enjoyment, and to support the Schoodic Education and Research Center. Commercial visitor services will enhance visitor use and enjoyment of the park without causing unacceptable impacts to park resources or values. Commercial visitor services will not be permitted unless appropriate and adequate park facilities (including parking spaces) are available to support a proposed use, and desired resource and visitor experience conditions are maintained. Commercial buses will be prohibited on the Schoodic Loop Road except for those traveling directly to and from the Schoodic Education and Research Center in support of its programs and activities.
- Maintain the dock at Frazer Point to serve only non-commercial recreational uses and NPS administrative uses, including Schoodic Education and Research Center functions. The dock will not be modified to increase its capacity or change its use.

Minimize the impacts of motor vehicles on park resources and values.

- Implement alternative transportation system approaches to minimize the use of motor vehicles and manage visitor use in the Schoodic District. Cooperate with the State of Maine and neighboring towns to develop parking and other facilities outside of the park to support the alternative transportation system.

- Limit parking to the capacity of existing lots, and paved and gravel pull-outs within the Schoodic District. The current parking capacity at the former navy base is approximately 350 cars and will not be exceeded. Parking lots may be relocated and redesigned within the former navy base to maximize their efficiency and minimize impacts to park resources and values.
- Permit parking only in designated areas. Vehicle size may be restricted in areas where space is limited.
- Prevent parking along roadsides where resource damage may occur or limited parking is desirable, particularly along the portions of the Schoodic Loop Road adjacent to Little Moose Island and West Pond.
- Maintain the Schoodic Loop Road as a one-way scenic drive beginning at the Frazer Point picnic area and ending at the exit to the park, with a two-way spur road to Schoodic Point. The Schoodic Loop Road will be open year-round.

Manage hiking trails consistent with the park's Hiking Trails Management Plan.

- Retain the configuration of hiking trails in the Schoodic District and preserve their character-defining features by applying the appropriate treatment for historic properties.
- Close social trails, as needed, to protect resources. Social trails will be identified and monitored to assess resource conditions.
- Maintain a hiking trail on Little Moose Island consistent with park trail management standards. To the extent possible, confine pedestrian access to Little Moose Island to a single point of ingress and egress to minimize impacts on the intertidal zone.
- Maintain the Sundew Trail consistent with park trail management standards for use as part of the Schoodic Education and Research Center. Visitor information concerning the importance of protecting the intertidal zone and "Leave No Trace" principles will be provided at trailheads located on the former navy base. The Sundew Trail will not be publicized or appear on NPS maps.

Implement a comprehensive sign program.

- Develop and implement a comprehensive sign plan for the Schoodic District consistent with NPS design standards. Signs within the Schoodic Education and Research Center will be distinctively designed to reflect the character and functions of the site while maintaining compatibility with NPS design standards.
- Limit the use of signs within the Schoodic District to the minimum number, size, and wording required to serve their intended purpose. To the extent possible, signs will be placed in locations that do not interfere with visitor enjoyment of the park.
- Coordinate with the State of Maine and neighboring towns to locate park signs outside of the Schoodic District. To the extent practicable, park signs located outside of the Schoodic District will be combined with state and town signs to maximize their efficiency and reduce the number of signs on the approach roads to the park.

COOPERATIVE EFFORTS AND PARTNERSHIPS

Cooperate with the State of Maine, local governments, and others to achieve collective goals.

- Maintain mutual aid agreements for medical emergencies and fire protection with neighboring jurisdictions.
- Coordinate with the State of Maine and local corridor management committee to plan, develop, and manage the Schoodic National Scenic Byway.

OPERATIONAL EFFICIENCY

Incorporate the principles of sustainability in park operations and facilities.

- Develop and implement best management practices for park operations to minimize costs, protect resources, prevent pollution, reduce waste, and promote the efficient use of energy and water.
- Apply the principles of sustainability to park facility planning, design, siting, and construction.
- Conduct energy audit of facilities and complete necessary modifications to maximize energy efficiency.

Ensure that visitors to the Schoodic District possess the appropriate park entrance pass and understand how the NPS uses park entrance fees.

- Issue park entrance passes at the Schoodic District and publicize their availability.
- Inform visitors of park entrance fees and how the NPS uses fees to protect resources and improve visitor facilities.

Page 37, 2nd paragraph, 1st sentence: ~~Although capacity would exist for as many as 400 people for a special event on the campus, a~~ A typical day during the peak season would see 150 program participant users on site per day.

Pages 40 – 43: The following section is presented in its final form for the convenience of the reader:

ALTERNATIVE C: COLLABORATIVE MANAGEMENT (PREFERRED)

OVERVIEW

Under this alternative, the Schoodic Education and Research Center (SERC) will be established at the former navy base to facilitate research and education that promotes the understanding, protection, and conservation of natural and cultural resources of the National Park System and advances related research and education at the regional, national, and international levels. An independent nonprofit organization would develop and manage SERC in cooperation with the NPS. The nonprofit would serve as an umbrella organization to coordinate the use of the facilities by partners participating in educational and research activities. It would have sufficient autonomy to be creative and flexible in developing and managing SERC consistent with NPS laws, regulations, policies, and management documents. The nonprofit organization would play a major role in coordinating programs and activities, and providing financial support for SERC. The nonprofit would also solicit new partners and manage services such as food, lodging, and program space.

The NPS's role would be to plan and manage the Schoodic District to ensure that resources are protected and to offer research and education programs along with those sponsored by other SERC partners. The NPS would continue to conduct education programs and research, and could develop laboratory, library, computing, and other facilities in collaboration with partners as part of SERC (see Appendix G).

A typical day during the peak season would see no more than 350 program participant users on site per day. Accommodations would be available for up to 190 program participants and staff in a variety of housing units. Combined with a projected visitor day use of 1,526 people, there would be some 1,858 people per day in the entire Schoodic District during the peak months of July, August, and September. Throughout the year, visitation would average around 1,068 per day, with an annual projected total of 290,000. It is expected that overall, the Schoodic District of the park would experience a moderate increase in visitor day use (1% per year) in addition to some 31,500 new program participants. Projected vehicles for this alternative are 169,442 total with average daily totals of approximately 619.

RESOURCE MANAGEMENT

Redesign the landscape around the Rockefeller Building and Powerhouse to provide a setting that is sensitive to their historic character.

VISITOR USE AND INTERPRETATION

Establish the Schoodic Education and Research Center at the former navy base to facilitate a wide range of education programs and research activities in partnership with other agencies and organizations.

- Facilitate research and education that promotes the understanding, protection, and conservation of natural and cultural resources of the National Park System and advances related research and education at the regional, national, and international levels.
- Use the facilities at the former navy base to support park operations and the Schoodic Education and Research Center. Camping and picnic facilities will be used in association with Schoodic Education and Research Center programs and activities, and to support park operations. A campground and picnic area for the general public will not be operated at the Schoodic Education and Research Center.
- Ensure that the types and levels of use at the Schoodic Education and Research Center are consistent with its mission and do not detract from the visitor experience or cause unacceptable impacts to park resources or values.

Convert the former navy base to a campus for the Schoodic Education and Research Center.

- Rehabilitate and construct, as appropriate, facilities to serve research, education, and support functions.
- Adopt and implement design guidelines for facilities to ensure that their design is consistent with the park's architectural style and harmonious with the environment.
- Prevent visual intrusions on the Schoodic District's highly valued scenery, including views to and from the park. New development will not compete with or dominate park features, or interfere with visitor enjoyment of the scenery.
- Limit the installation of towers taller than tree height to those that are directly related to the mission of the park or Schoodic Education and Research Center. The design and siting of towers will be integrated

into the park landscape to avoid or minimize visual impacts. The total number of towers will be minimized by sharing facilities to the extent possible. Towers will not be located outside of the Developed Zone of the former navy base.

- Evaluate the option of removing the water tower and replacing it with a ground-level storage tank. Replace the water tower if it is economically, operationally, and environmentally feasible.
- Redesign roads, parking lots, and walkways to improve the efficiency, safety, and appearance of the circulation system on the former navy base.
- Redesign the landscape of the former navy base to create a suitable setting for research and education activities, minimize impervious surfaces, and improve its appearance. Design guidelines will be used for walkways, lighting, benches, and related elements to ensure compatibility with the environment. Incompatible elements that diminish the safety, appearance, or efficient use of the campus will be mitigated or removed.

COOPERATIVE EFFORTS AND PARTNERSHIPS

Cooperate with a nonprofit organization to develop and manage the Schoodic Education and Research Center.

- Enter into an agreement with a nonprofit organization to assist the NPS in carrying out the mission of the Schoodic Education and Research Center. The nonprofit organization will, among other responsibilities, promote appropriate research and education, cultivate and facilitate partnerships, and manage facilities and services at the Schoodic Education and Research Center.

OPERATIONAL EFFICIENCY

Minimize the operational costs of facilities at the Schoodic Education and Research Center.

- Lease or assign facilities at the former navy base, as appropriate, to persons, organizations, or government entities to support the mission of the Schoodic Education and Research Center.
- Remove non-historic facilities if they do not have a viable and cost-effective use related to the mission of the park or Schoodic Education and Research Center. Buildings and structures will be removed to improve the appearance of the former navy base, use space more efficiently, and reduce operational costs.

Ensure that programs and activities at the Schoodic Education and Research Center demonstrate financial viability.

- Employ a full range of revenue-generating and fundraising approaches to support the Schoodic Education and Research Center.

Page 49, Figure 11, map: Change the color of the Gas Station from green to black; change the color of the Gate House from orange to black; change the color of the Bachelor Officers Quarters (not labeled) from black to green.

Page 49, Figure 11, Possible Building Reuse:

1 ROCKEFELLER

NPS and partner offices, meeting space.

Visitor orientation and exhibits.

Housing.

9 GATEHOUSE

~~Visitor contact.~~

165 GAS STATION

~~Scientific monitoring station.~~

192 BACHELOR OFFICERS QUARTERS

Housing.

Page 71, 10th paragraph: Preparation of the ~~NRHP~~ National Register of Historic Places nomination form for the proposed Schoodic Peninsula Loop Road and Hiking Trails Historic District, likely to benefit the region in minor to moderate ways.

Page 75, 2nd paragraph: Delete the 1st – 3rd sentences.

Page 76, 2nd paragraph, 1st sentence: Both Alternatives B and C would have different, but valued positive effects by providing enhanced visitor information, ~~completing a comprehensive hiking trail system,~~ offering a variety of educational and research opportunities on base, and through the rehabilitation and reuse of base structures, including the ~~NRHP- Rockefeller Building, which is eligible for the National Register of Historic Places eligible Rockefeller Building.~~

PART THREE: AFFECTED ENVIRONMENT

Page 77, 8th paragraph, 2nd sentence: Regional haze from ~~the midwestern United States outside of~~ Maine is the primary source of visibility problems at the park (~~NPS 2001 Joseph 2001 memo~~).

Page 78, 4th paragraph, 6th sentence: Since 1990, there has been a significant reduction in sulfate deposition (largely due to emissions controls required by Clean Air Act amendments), and a slight ~~improvement~~ increase in nitrate concentrations.

Page 86: Table 6. Under column titled “Area”. Schoodic ~~Point~~ Island.

Page 87, 6th paragraph, 2nd sentence: For example, wetland species include Virginia rail, great blue heron, and wood duck; forest species include ruffed grouse, gray jay, winter wren, and spruce grouse; and species that occupy brushy habitat include ~~cardinals, the white-throated sparrow, and eastern meadow-lark~~ (NPS 1997, ~~Northern Prairie Wildlife Research Center 1998~~).

Page 90: Replace the 8th paragraph with the following: Historic Buildings and Cultural Landscapes – The developed area in the Schoodic District, excluding the former navy base, is eligible for listing in the National Register of Historic Places. The following park-wide historic contexts are relevant to the significance of this developed area: John D. Rockefeller, Jr. and the Development of the NPS, and Rustic Design in the NPS. The NPS has determined its eligibility in consultation with the Maine Historic Preservation Commission.

Page 90, 9th paragraph: Delete the 1st sentence.

Page 90, 9th paragraph, 2nd sentence: ~~Initially~~ In the early 1890s, John G. Moore, a Maine native and Wall Street financier, purchased most of the peninsula and constructed the first scenic road.

Page 91, Table 9: Proposed Schoodic ~~Peninsula~~ Loop Road and Hiking Trails Historic District Contributing Resources (Source: ~~National Park Service~~ NPS 2001)

Page 91, Table 8, 3rd sentence of the footnote: If the building is restored with the replacement of the board-and-batten siding, the ranger station ~~could become~~ may be a contributing resource to the Schoodic ~~Peninsula~~ Loop Road and Hiking Trails Historic District.

Page 92, 2nd paragraph: **Replace the 2nd – 4th sentences with the following:** These buildings are architecturally significant for their distinctive design characteristics and aesthetic qualities. Noted architect Grosvenor Atterbury (1869 – 1956) designed these buildings, as well as the carriage road gatehouses within the park on Mount Desert Island. Charged with the task of creating picturesque buildings appropriate for their site, his designs successfully incorporated elements associated with French Renaissance architecture, referencing associations with French colonial settlement in the region. Using federally appropriated funds, the NPS completed their construction in 1935.

Page 92: Delete the 3rd paragraph.

Page 92: Delete the 6th paragraph.

Page 92: Insert the following at the beginning of the 7th paragraph: With the exception of the Rockefeller Building and powerhouse, the facilities and landscape of the former navy base were determined not to be eligible for listing in the National Register of Historic Places.

Page 92, 7th paragraph: **Replace the 2nd sentence with the following:** The base exhibits a distinctly late-20th century character, which prevents it from being eligible for listing in the National Register of Historic Places as a distinguishable entity (Louis Berger Group, Inc. 1999).

Page 95, 3rd paragraph, 2nd sentence: ~~By 2015~~ Assuming a steady rate of growth of 1% annually with 2.52 million recreation visits in 2001 as the basis, an additional 406,000 recreation visits are projected for Acadia National Park by 2015, with the bulk of visitors arriving in the summer and visiting the park on Mount Desert Island.

PART FOUR: ENVIRONMENTAL IMPACTS

Page 97, 7th paragraph: NPS Management Policies 2001 (NPS ~~2000d~~ 2001a) require analysis of potential effect to determine whether ~~or not~~ actions would impair ~~recreation area~~ park resources or values.

Page 99: Replace the 8th paragraph with the following:

Impairment is defined as impacts that

- have a major adverse effect on park air quality and values, and

- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 100: Replace the 3rd paragraph with the following:

Impairment is defined as impacts that:

- have a major adverse effect on park resources and values, and
- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 100, 10th paragraph: Replace the 2nd sentence with the following:

In addition, these impacts would:

- have a major adverse effect on park resources and values, and
- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 101: Delete the 1st paragraph.

Page 101: Replace the 4th paragraph with the following:

Impairment is defined as impacts that:

- have a major adverse effect on park resources and values, and
- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 102, 3rd paragraph: Replace the 2nd sentence with the following:

In addition, these impacts would:

- have a major adverse effect on park resources and values, and
- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 102, 5th paragraph: Delete the 4th sentence.

Page 102, 5th paragraph: Replace the 5th sentence with the following: The NPS is preparing nominations to the National Register of Historic Places for the Rockefeller Building and power house, and for the Schoodic Loop Road and Hiking Trails Historic District, which comprises the circulation system and other built features of the cultural landscape dating to the 1930s.

Page 103: Replace the 6th paragraph with the following:

Impairment is defined as impacts that:

- have a major adverse effect on park resources and values, and

- harm the integrity of park resources or values, including the opportunities that otherwise would be present for the enjoyment of those resources or values, whose conservation is necessary to fulfill specific purposes identified in the establishing legislation or proclamation of the park; key to the natural or cultural integrity of the park or to opportunities for enjoyment of the park; or identified as a goal in the park's general management plan or other relevant NPS planning documents.

Page 108, 1st paragraph, 2nd sentence: Adding buses during the summer months would remove between 20 and 40 vehicles per day, but would add seven bus trips (assuming U.S. Department of Transportation ~~2002~~ 2001 figures) along the Schoodic Loop Road.

Page 108, 4th paragraph, 2nd sentence: A ~~recently prepared~~ study of alternate transportation for the Schoodic Peninsula (U.S. Department of Transportation ~~2002~~ 2001) indicated that on average, about 800 cars traveled the 1-mile Moore Road leading from State Route 186 into the park, continued on around the 6-mile Schoodic Loop Road, and returned to State Route 186 via the 1.9-mile Wonsqueak Road out of the park each day during 2001.

Page 108, 5th paragraph, 1st sentence: The No Action Alternative would result in fewer car trips driven along the Schoodic Loop Road than ~~current~~ pre-2001 conditions, as navy personnel would no longer commute.

Page 128, 4th paragraph: Delete the 6th – 9th sentences.

Page 128, 5th paragraph: Delete the 2nd sentence.

Page 129, 2nd paragraph, 5th sentence: An expanded ferry ~~and transit~~ service, if warranted, could have negligible impacts to marine mammals, ~~or pelagic or coastal wildlife~~ from engine noise, collisions, and the presence of humans.

Page 129, 7th paragraph, 4th sentence: This increase in boat traffic in ~~the bay~~ Frenchman Bay may have some negligible ~~or minor~~ impacts to marine mammals, including from engine noise and resulting interference in whale and dolphin communications, collisions, leaks of fuel from boat engines, and ~~the disturbance some wildlife experience from~~ the presence of humans or machines.

Page 129, 7th paragraph: Delete the 5th and 6th sentences.

Page 130: Delete the 1st paragraph.

Page 130, 4th paragraph, 5th sentence: An expanded ferry and public transit system service, if warranted, could have negligible or minor impacts to marine mammals, or pelagic or coastal wildlife from engine noise, collisions, and the presence of humans.

Page 130, 6th paragraph: Replace the 1st sentence with the following: Within the study area, Schoodic and Rolling islands have eagle nest sites (Maine Department of Conservation 2003).

Page 130, 6th paragraph: Replace the 5th sentence with the following: Closing Schoodic and Rolling islands to visitor use during the nesting/fledging season (April – August) would result in minor or major localized benefits for nesting bald eagles.

Page 131: Delete the 8th paragraph.

Page 132: Delete the 1st and 5th paragraphs.

Page 133: Delete the 1st paragraph.

Page 133: Delete the 3rd and 4th paragraphs.

Page 133, 7th paragraph, 1st sentence: Increased use of the former base and overnight use could have additional minor to moderate impacts on some nocturnal mammals, and negligible impacts on other wildlife compared to No Action.

Page 133, 7th paragraph: Delete the 3rd sentence.

Page 134, 2nd paragraph: Delete the 7th sentence.

Page 134, 2nd paragraph: Replace the 8th sentence with the following: Unregulated use of the islands in the study area could result in minor or moderate impacts to wildlife.

Page 134: Delete the 3rd, 5th, and 6th paragraphs.

Page 135, 1st paragraph: Delete the 8th sentence.

Page 136, 2nd paragraph: Replace the 1st sentence with the following: The NPS is preparing a nomination to the National Register of Historic Places for the Schoodic Loop Road and Hiking Trails Historic District, which focuses on circulation system and built features of the cultural landscape dating to the 1930s.

Page 136, 2nd paragraph: Delete the 2nd sentence.

Page 136, 2nd paragraph, 3rd sentence: The NPS plans to will maintain the cultural landscape of the Schoodic Peninsula Loop Road and Hiking Trails Historic District according to the *Secretary of the Interior's Standards for the Treatment of Historic Properties* (1995).

Page 136, 4th paragraph, 1st sentence: Under all alternatives, certain lands encompassed within the potentially eligible Schoodic Peninsula Loop Road and Hiking Trails Historic District, including the transportation circulation and trail systems, are proposed for rezoning from their existing “Natural Environment Subzone” of the “Natural Zone” to “Preservation Subzone” of the “Cultural Zone,” an action intended to preserve significant aspects of the cultural landscape of the peninsula Schoodic District.

Page 138, 2nd paragraph, 1st sentence: The 6-mile Schoodic Loop Road is the focal point of the eligible Schoodic ~~Peninsula~~ Loop Road and Hiking Trails Historic District.

Page 141, 6th paragraph, 2nd sentence: The NPS would work collaboratively with partners to ~~promote expanded educational and interpretive programming related to natural and cultural history, conservation, science, music and art~~ facilitate a broad range of research and education programs and activities.

Page 145, 1st paragraph, 1st sentence: ...~~Draft GMPA/EIS plan will~~ may also increase the number of cars on the Schoodic Loop Road, visitation to Frazer Point (another location where visitors were surveyed on their perception of crowding) and the rate of resource damage on trails.

Page 145, 2nd paragraph, 3rd sentence: Closing social trails and ~~creating~~ maintaining a loop trail on Little Moose Island would have relative benefits to visitors, ~~although some may experience minor adverse impacts from closing social trails.~~

Page 145, 6th paragraph: Delete the 3rd, 4th, and 8th sentences.

Page 146, 3rd paragraph, 1st sentence: Under this alternative, the historic Rockefeller Building and powerhouse would be ~~restored and retrofitted for educational and interpretive programs and could include such features as laboratories, classrooms, exhibit space, and accommodations for students and researchers~~ rehabilitated for uses related to the Schoodic Education and Research Center.

Page 146, 3rd paragraph: Delete the 3rd – 5th sentences.

Page 147: Delete the 2nd paragraph.

Page 147, 6th paragraph, 2nd sentence: Noise and dust associated with the removal of up to 15 of the ~~former navy~~ base buildings could have short-term moderate to major impacts on visitors to the ~~peninsula~~ Schoodic District.

Page 147, 6th paragraph, 4th sentence: The use of the Schoodic Loop Road by construction vehicles could have additional short-term negligible to minor impacts to visitors who have sought out the ~~peninsula~~ Schoodic District for quiet, scenic driving.

Page 147: Replace the 7th paragraph with the following: The rehabilitation and reuse of the Rockefeller Building would have minor to moderate beneficial impacts on the visitor experience.

Page 147, 9th paragraph: Replace the 2nd sentence with the following: Increased visitor and Schoodic Education and Research Center program participant use of the Schoodic District would increase perceptions of crowding and erosion; therefore, mitigation is needed to prevent existing moderate impacts from become major ones.

Page 148, 4th paragraph, 1st sentence: Under this alternative, the historic Rockefeller Building and powerhouse would be ~~restored and retrofitted for educational and interpretive programs and could include such features as laboratories, classrooms, exhibit space, and accommodations for students and researchers~~ rehabilitated for uses related to the Schoodic Education and Research Center.

Page 148, 4th paragraph: Delete the 3rd – 4th sentences.

Page 148, 6th paragraph: Replace the 3rd sentence with the following: At certain times, the number of people at Schoodic Point exceeds the level that people find acceptable, and the addition of more people at these times would increase crowding to the point that people feel management actions should be taken.

Page 148, 6th paragraph, 4th sentence: This would create a major adverse impact for visitors to Schoodic Point at particular times of the day and year, since it is the most popular area in the park, and ~~since~~ crowding is such an important issue to visitors.

Page 149, 7th paragraph, 4th sentence: Closing social trails and ~~creating~~ maintaining a loop trail on Little Moose Island would have relative benefits to visitors, ~~although some may experience minor adverse impacts from closing social trails.~~

Page 149, 8th paragraph, 4th sentence: The use of the Schoodic Loop Road by construction vehicles could have additional short-term negligible to minor impacts to visitors who have sought out the ~~peninsula~~ Schoodic District for quiet, scenic driving.

Page 149: Replace the 9th paragraph with the following: The rehabilitation and reuse of the Rockefeller Building would have minor to moderate beneficial impacts on the visitor experience.

PART FIVE: CONSULTATION AND COORDINATION

Page 162, 3rd paragraph: Delete the 1st and 2nd sentences.

Page 162, 3rd paragraph, 3rd sentence: Consultations with the four federally recognized tribes in Maine ~~tribes~~ were initiated at a meeting in February 2002.

Page 162: Delete the 6th paragraph.

Page 162: Insert the following after the 6th paragraph: In September 2004, the National Park Service released the DGMPEA/EIS for public review. Over 130 copies of the plan were distributed and the full text and graphics were posted on the park's and NPS Planning websites. During the 60-day review period, the NPS received 14 written comments and approximately 50 people participated in a public meeting on October 20, 2004. The NPS assessed and considered written and oral comments, and these informed the preparation of the final environmental impact statement. The comments served the NPS in making factual corrections, but they did not warrant reappraisal of the alternatives. The consensus of public comment was that the NPS is pursuing the correct path for Acadia National Park under Alternative C, the preferred alternative.

List of Recipients of Schoodic General Management Plan Amendment and Final Environmental Impact Statement

Federal, State, and Local Agencies:

Acadia National Park Advisory Commission
Maine Historic Preservation Commission
Town of Winter Harbor
U.S Environmental Protection Agency

Organizations:

Friends of Acadia
Hancock County Planning Commission
Schoodic Futures / Friends of Schoodic
Maine Chapter of the Sierra Club

Individuals:

Robert Blackwell
Katherine Heidinger
Stanley K. Landis
Robert J. Parritt
B. Sachau
Cynthia Stanley

BIBLIOGRAPHY

Page 168: Insert the following under Maine Department of Conservation, National Areas Division:

2003 “Towns of Winter Harbor and Gouldsboro High Value Plant and Animal Habitats,” Beginning with Habitat Map (1:30,000), Maine Natural Areas Program, January 27, 2003.

Page 169: Insert the following under Naval Facilities Engineering Command, Northern Command:

2000 Draft-Final “Environmental Baseline Survey for Transfer,” Naval Security Group Activity, Winter Harbor, Maine, Main Base.

2002 “Environmental Assessment, Transfer and Reuse of Excess Properties,” Naval Security Group Activity, Winter Harbor, Maine.

APPENDICES

Page 181, Table 3, “Bachelor Officers Quarters, Garage” under “Proposed Reuse”: ~~Remove Housing~~

Page 181, Table 3, “Gas Station” under “Proposed Reuse”: ~~Air Monitoring Station~~ Remove

Page 181, Table 3, “Rockefeller” under “Proposed Reuse”: Visitor Reception, Exhibits, Offices, Meeting ~~Room~~ Rooms, Housing

Page 181, Table 3, “Administration” under “Proposed Reuse”: Offices or ~~Remove~~

Page 181, Table 3, “Gate House” under “Proposed Reuse”: Visitor Contact Station or ~~Remove~~

Page 182, Improve Circulation and Safety:

- ~~Provide overflow parking for special events but limit number of permanent spaces~~
- ~~Provide access to all sides of buildings for fire suppression~~

Page 182, Create Campus Character:

- ~~Reinforce use of the historic Rockefeller Building as a campus focal point~~
- ~~Ensure that new~~ New design, site furnishings, and construction materials reflect Acadia’s history and tradition ~~architectural style~~
- ~~Create a “great lawn” to recapture improve the original ocean vista from the Rockefeller Building, with perhaps with a natural wildflower meadow that could be used for special events~~
- ~~Reduce vehicular use by exploring suitable bicycle and pedestrian connections from the campus to the Schoodic District circulation system.~~

3. COMMENTS AND RESPONSES

SUMMARY

In September 2004, the NPS released the Schoodic Draft General Management Plan Amendment and Environmental Impact Statement (Schoodic DGMPA/EIS) for public review and distributed over 130 copies to interested agencies, organizations, and individuals. The entire document was posted on the Acadia National Park and NPS Planning websites. During the 60-day review period, the NPS received approximately 15 oral comments and 14 written comments, which are summarized below. The NPS considered and assessed public comments individually and collectively, and revised the Schoodic DGMPA/EIS accordingly. With one exception, public comments supported the selection of Alternative C (the preferred alternative) of the Schoodic DGMPA/EIS.

ORAL COMMENTS AND RESPONSES

The following are the NPS's responses to comments received at a public meeting held in Sullivan, Maine, on October 20, 2004. Approximately 50 people attended the public meeting.

Comment: Will input we give change the plan? Who developed the plan?

Response: All public comments are fully considered and assessed as part of the NPS planning process and compliance with the National Environmental Policy Act. The NPS developed the Schoodic DGMPA/EIS in consultation with the Congressional delegation, State of Maine, local communities, and other interests. The preferred alternative of the Schoodic DGMPA/EIS (Alternative C: Collaborative Management) reflects the consensus of public input and legislative direction. A summary of public consultation and coordination is provided in Part Five of the Schoodic DGMPA/EIS.

Comment: Removing Building 10 is disrespectful and exclusionary of the time when the area was used as a Navy base. Building 10 was very important on the base. It was the lifeblood of operations. The park wouldn't have what they have if the Navy wasn't there. History should be preserved, both for this area and for this country. The public expects the NPS to use the buildings.

Response: The preferred alternative of the Schoodic DGMPA/EIS (Alternative C: Collaborative Management) would maximize the use of buildings at the former navy base and direct the NPS to prepare a comprehensive interpretive plan, which describes how the NPS would interpret the natural and cultural heritage of the Schoodic District. The Maine Historic Preservation Commission has determined that Building 10 is not eligible for listing in the National Register of Historic Places and does not warrant preservation. Building 10 would not be removed if there were an appropriate and viable reuse.

Comment: What is the plan for the possible acquisition of the tract of land north of the park boundary?

Response: The Schoodic DGMPA/EIS recognizes the authority of the NPS to acquire conservation easements on lands adjacent to the park on the Schoodic Peninsula by donation or purchase from willing sellers. The NPS would work with the neighboring towns, landowners, and partner organizations to encourage compatible land use on adjacent lands.

Comment: Commercial uses have been too visible in other NPS areas. Activities should really center on education and research use only. A corporate presence would take away from this and should be discouraged.

Response: The Schoodic DGMPA/EIS would limit commercial use in the Schoodic District to ensure that its character does not change. Recognition of corporate sponsorship and funding of NPS programs and facilities is restricted by NPS policies to prevent overt commercialism in national parks. The NPS would ensure that the use of the Schoodic Education and Research Center focuses on appropriate research and education programs and activities. Corporate entities could participate in the research and education

programs and activities of the Schoodic Education and Research Center, but industrial and similar business activities would not take place within the park.

Comment: The number of staff and traffic would increase over time. The NPS should focus on the concerns outlined on page 72 of the plan, and on protecting and enhancing the visitor experience.

Response: Many of the management objectives of the preferred alternative of the Schoodic DGMPA/EIS (Alternative C: Collaborative Management), including those that are common to all alternatives, focus heavily on protecting park resources and values. The Schoodic DGMPA/EIS emphasizes the need to retain the relatively quiet nature of the Schoodic District and includes management objectives to minimize the impact of motor vehicles on park resources and values. Detailed implementation plans and management actions would follow the Schoodic DGMPA/EIS to ensure that its goals are met.

Comment: Are you considering opening trails that are on the navy property and possibly the picnic area to the public?

Response: The Sundew Trail would continue to be open for public use, but it would not be publicized or appear on NPS maps. The picnic area, ball field, and other facilities on the former navy base would be available to support park operations and the Schoodic Education and Research Center. General visitor use of the former navy base would be allowed to the extent that it is compatible with the programs and activities of the Schoodic Education and Research Center. Organized groups may require a special use permit to use facilities at the former navy base if the proposed activity is not related to the programs and activities of the Schoodic Education and Research Center.

Comment: Can you give us a vision of the nonprofit partner?

Response: An independent nonprofit organization would develop and manage the Schoodic Education and Research Center in cooperation with the NPS. The nonprofit would serve as an umbrella organization to coordinate the use of the facilities for research and education purposes. The nonprofit would solicit partner organizations, maintain buildings, and manage food service, lodging, and the use of program space (e.g., meeting rooms, offices, studios, laboratories). The nonprofit organization would also play a major role in providing financial support for the Schoodic Education and Research Center. Appendix G of the Schoodic DGMPA/EIS provides a more detailed description of the nonprofit organization.

Comment: Would there be corporate members of the nonprofit as well?

Response: The nonprofit organization would be an independent entity governed by a board of directors. For-profit companies and organizations could participate in the research and education programs and activities of the Schoodic Education and Research Center, but industrial and similar business activities would not take place within the park.

Comment: Can you provide more information about business relationship between the NPS and nonprofit organization? Would the NPS have veto authority over proposed activities?

Response: The NPS would retain ultimate decision-making authority for all activities within the Schoodic District. The NPS would enter into a cooperative agreement and/or lease with a nonprofit organization to develop and manage the Schoodic Education and Research Center. The cooperative agreement and/or lease would describe the respective roles and responsibilities of the NPS and nonprofit organization. The nonprofit organization would be authorized to raise revenue for its operation by charging fees and rents for the use of the facilities and services rendered at the Schoodic Education and Research Center.

Comment: When do you anticipate being up and running?

Response: The NPS began using the former navy base immediately upon its transfer in July 2002, and has conducted a number of pilot research and education programs and activities. Full implementation of the preferred alternative of the Schoodic DGMPA/EIS (Alternative C: Collaborative Management) cannot occur until the planning process is completed, which is expected by the end of 2005. We anticipate that the Schoodic Education and Research Center would be fully operational in about five years.

Comment: While working on the Schoodic Peninsula, a major bus company's bus pulled up and the driver asked, "Where is the picnic area here on the base?" If this is the type of activity that the NPS does not want to encourage, it should be stopped immediately.

Response: The NPS would not encourage this type of use. The NPS operates a public picnic area at Frazer Point for visitors to the Schoodic District. The facilities at the former navy base would be used to support park operations and the Schoodic Education and Research Center. Commercial use would be limited to services that are necessary and appropriate for visitor use and enjoyment of the park and to support the Schoodic Education and Research Center. All commercial uses in the park must have an incidental business permit from the NPS. The NPS uses the permit to communicate park rules and regulations to commercial users.

Comment: Can you explain why the NPS doesn't want to fund this entirely on its own?

Response: The NPS would make a substantial financial commitment in developing and operating the Schoodic Education and Research Center. Working with a nonprofit organization would add value to the federal government's investment by broadening the scope and scale of the Schoodic Education and Research Center and attracting outside funding.

Comment: Artist in Residence Program was going on this summer. It was a wonderful experience. Will that continue even if nothing else is done?

Response: The NPS moved its Artist in Residence program from Mount Desert Island to the Schoodic District in 2003, and has expanded the number of artists that it sponsors annually from two to six. The NPS intends to conduct and grow the program at the Schoodic Education and Research Center, which would include creating appropriate studio space for artists.

Comment: The NPS has been there to partner with town and county government in several projects recently. How will this be handled in the future?

Response: Under any alternative, the NPS would collaborate with neighboring towns and Hancock County as it has in the past. The development of the Schoodic Education and Research Center would increase opportunities for partnering on projects with the towns and county.

Comment: The park should have a presence in the Schoodic Area League of Towns.

Response: The NPS would welcome participation in the Schoodic Area League of Towns at the invitation of its members.

Comment: Will the non-profit partner be able to cut through red tape to hire food services and other activities that are difficult for the NPS to accomplish?

Response: The purpose of partnering with a nonprofit organization would be to improve the efficiency and effectiveness of operating the Schoodic Education and Research Center. An important role for a nonprofit organization would be to manage activities and provide services at the Schoodic Education and Research Center that the NPS cannot or traditionally does not provide. A nonprofit organization would also provide financial support to complement federal funding.

WRITTEN COMMENTS AND REPONSES

The NPS received 14 written comments during the public review period (September 17 to November 16, 2004) for the Schoodic DGMPA/EIS, which are reprinted in the following section. The NPS's response is provided alongside the written comments. Below is a list of agencies, organizations, and individual that submitted written comments.

Federal Agencies:

Acadia National Park Advisory Commission
U.S. Environmental Protection Agency

State Agencies:

Maine Historic Preservation Commission

Towns:

Town of Winter Harbor

Organizations:

Friends of Acadia
Hancock County Planning Commission
Maine Chapter of the Sierra Club
Schoodic Futures / Friends of Schoodic

Individuals:

Robert Blackwell
Katherine Heidinger
Stanley K. Landis
Robert J. Parritt
B. Sachau
Cynthia Stanley

As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural and cultural resources. This includes fostering wise use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people. The department also promotes the goals of the Take Pride in America campaign by encouraging stewardship and responsibility for the public lands and promoting citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under the administration of the United States of America.

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

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